District-wide Research Model

Randolph County School System District-Wide Research

Model www.big6.com

The Big6 and Super3 have been adopted as Randolph County School System's district-wide research model. It is easily adaptable for elementary, middle, and high school students. The Big6 and Super3 were created by Mike Eisenberg and Bob Berkowitz.

What is the Big6? The Big6 is a six-stage model for information problem-solving and decision-making. The Big6 approach helps students learn essential information and technology skill necessary for success. The Big6 provides students with a tried and true method to answer a question, complete an assignment, or create a unique product.

What is the Super3? The Super 3 is the adapted version of the Big 6 for younger students as well as for those students who might be initially overwhelmed by the full Big6 framework. Like the Big6, Super3 emphasizes a problem solving process, practical skills for students to implement and use, and meaningful and relevant learning.

Comparison of Super3 and Big6

Super3	Big6
Plan-(Beginning)	Task Definition
	Information Seeking Strategies
Do-(Middle)	Location and Access
	Use of Information
Review-(End)	Synthesis
	Evaluation

How do I use the Bigs6 and Super3? Work with your school's media specialist to incorporate the Big6 or Super3 process into all research/information gathering projects you do throughout the year. The Big6 and Super3 framework can be used as a problem solving process at any time. Use the Big6 and Super3 language with students.

Super3

Designed for children Pre-k through 3rd grade, the Super3 helps younger students become better thinkers and problem-solvers by learning and focusing on "process". The goal of the Super3 process is to help you provide students will the tools to successfully solve problems and complete their tasks. The process is designed to help students think about their task in terms of what they will do, how they will do it, and what their final result will be.

The Super3 process is a:

- Way of doing things
- Course of action
- Plan
- Approach
- Method

The Super3 is all about using a "process" with three parts that are simple to remember: Plan, Do, and Review! The Super3 provided an overall framework for students to learn how to get things done. It helps learners across all curriculum areas and is widely applicable to"

- Schoolwork
- Recreation
- Decision-making in real life

The Super3 process can help young students to:

- Improve their thinking and problem-solving skills
- Complete tasks and do a more thorough job with assignments and projects
- Recognize what they are doing and why
- Label and talk about the work/activity they are doing

The Super3 allows educators to make the information problem-solving process:

- Simple enough for kids to "get it" and remember what they are doing
- Complex enough to adequately represent the full process
- Flexible enough to accommodate all learners, and to allow for different approaches
- Applicable across a range of problem or task situations

The Super3 contains the same basic elements as the Big6, but is written for younger students to understand.
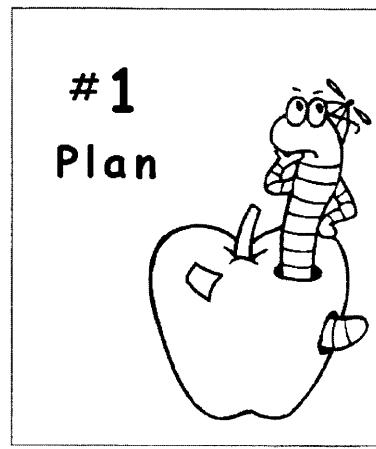
1. Plan - (Beginning)

When students get an assignment or a task, BEFORE they start doing anything, they should think:
- What am I supposed to do?
- What will it look like if I do a really good job?
- What do I need to find out to do the job?

Big6 Steps:
- Task Definition
- Information Seeking Strategies
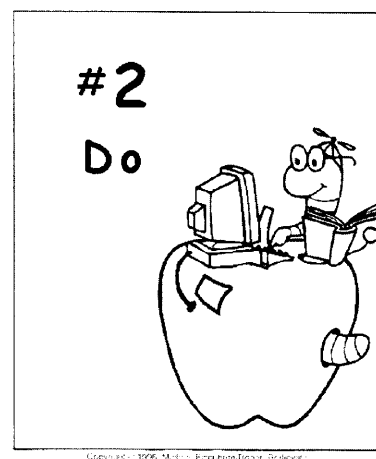
#1
Plan

2. Do - (Middle)

In the Middle the students DO the activity. This is where they read, view, tell, make a picture, etc.

Big6 Steps:
- Location and Access
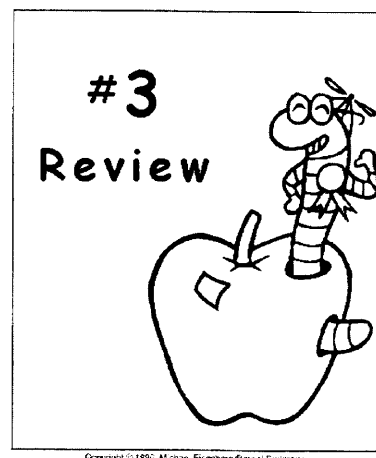- Use of Information
- Synthesis

#2
Do

3. Review - (End)

Before finishing the product and turning it in, students should stop and think— Is this done?
- Did I do what I was supposed to do?
- Do I feel ok about this?
- Should I do something else before I turn it in?
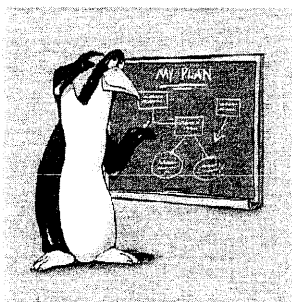
Big6 Steps:
- Evaluation

#3
Review

Super3 Resources

1. Super3 Approach
2. Super3/Big6 Alignment
3. Super3 Song
4. Super3 Process Worksheet

The Big6™/Super3™ Approach to Information Literacy

Super3

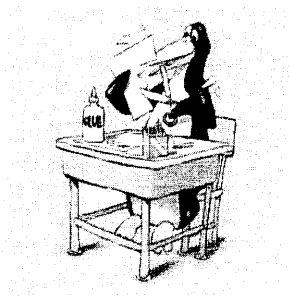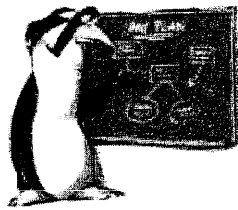Beginning   Plan

Middle   Do

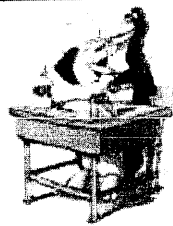End   Review

Super3-Big6 Alignment

Plan

Do

Review

1 Task Definition

2 Information Seeking Strategies

3 Location and Access

4 Use of Information

5 Synthesis

6 Evaluation

The BIG 6 ™ .com

Information Literacy for the Information Age

Super3 Song

Sung to the tune of "Bingo"

Here is a process I can use,
Its name is Super3-O!

Plan, do, and review;
Plan, do, and review;
Plan, do, and review;
Its name is Super3-O!

First I plan what I will do,
And look for what I need-o.

Plan, do, and review;
Plan, do, and review;
Plan, do, and review;
Its name is Super3-O!

Next I use what I have found,
And show what I have learned-o.

Plan, do, and review;
Plan, do, and review;
Plan, do, and review;
Its name is Super3-O!

Finally I review my work
And make sure it's my best-o.

Plan, do, and review;
Plan, do, and review;
Plan, do, and review;
Its name is Super3-O!
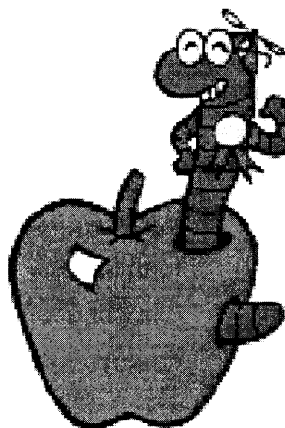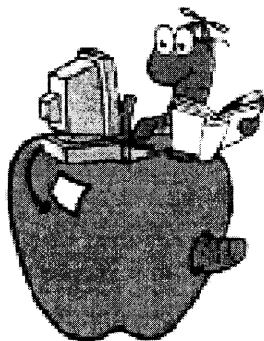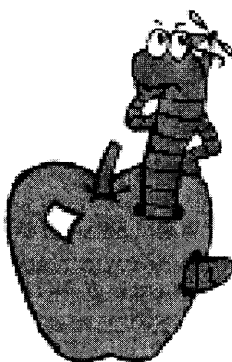
Worksheet 2.4:
Super3™ Process

Name:_____

Process 2

Before I start I will_____

_____

_____
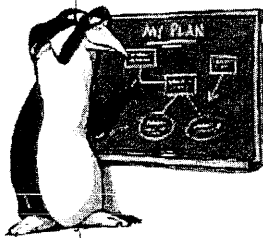
In order to complete this assignment I will_____

_____

_____

_____
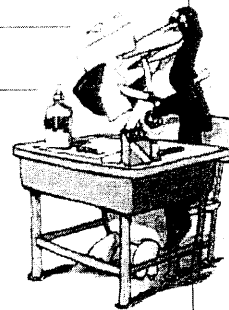
I will know my job is complete when_____

_____

_____

_____

Big 6

The Big6 is a process model of how people of all ages solve an information problem. The Big6 is also an instructional model that integrates critical thinking, research, reading, and technology skills.

The Big6 is a six step process with 3 stages

- Planning
- Doing
- Reflecting

One important strength of the Big6 is its broad applicability across many situations and settings. The Big6 Skills that children learn at school will apply to their lives beyond school. If they learn to be effective and efficient information problem-solvers in school, they will be effective and efficient information problem-solvers beyond school.

The Big6™ Skills Approach to Information Problem-Solving

The Big6™ Skills

The Big6 is a process model of how people of all ages solve an information problem.

1. Task Definition
1.1 Define the information problem
1.2 Identify information needed to complete the task
(to solve the information problem)
- What's the task?
- What types of information do I need?

2. Information Seeking Strategies
2.1 Determine the range of possible sources (brainstorm)
2.2 Evaluate the different possible sources to determine priorities
(select the best sources)
- What are possible sources?
- Which are the best?

3. Location and Access
3.1 Locate sources (intellectually and physically)
3.2 Find information within sources
- Where is each source?
- Where is the information in each source?

4. Use of Information
4.1 Engage (e.g., read. hear. view. touch) the information in a source
4.2 Extract relevant information from a source
- How can I best use each source?
- What information in each source is useful?

5. Synthesis
5.1 Organize information from multiple sources
5.2 Present the information
- How can I organize all the information?
- How can I present the result?

6. Evaluation
6.1 Judge the product (effectiveness)
6.2 Judge the information problem-solving program (efficiency)
- Is the task completed?
- How can I do things better?

1 task definition

2 information seeking strategies

3 location and access

4 use of information

5 synthesis

6 evaluation

Big 6 Resources

1. Big 6 Skills Model
2. Information Problem-Solving in School, Life, and Work Contexts
3. Big6 Instructional Unit Design Template
4. Evaluating Big6 Units

The Big6 Skills Model of Information Problem-Solving

1. **Task Definition:**
   1.1   Define the problem.
   1.2   Identify the information needed.

2. **Information Seeking Strategies:**
   2.1   Determine all possible sources.
   2.2   Select the best sources.

3. **Location and Access:**
   3.1   Locate sources.
   3.2   Find information within sources.

4. **Use of Information:**
   4.1   Engage (e.g., read, hear, view).
   4.2   Extract revelant information.

5. **Synthesis:**
   5.1   Organize information from multiple sources.
   5.2   Present information.

6. **Evaluation:**
   6.1   Judge the result (effectiveness).
   6.2   Judge the process (efficiency).

Figure 1.4 The Big6™ Skills, view 1

Information Problem-Solving in School, Life, and Work Contexts

Information Problem-Solving Process	School Context: Completing an assignment for class	Life Context: Deciding which movie to attend on Saturday night	Work Context: Reporting on five year product sales
Task Definition	Finding out that the task involves writing a two-part essay and realizing that a key to success is using documented supporting evidence.	Figuring out that it will be necessary to attend a 7:00–7:30 p.m. showing in order to get the babysitter home on time.	Producing a table and chart representing sales figures by product and salesperson over 3 years. Recognizing that reliable sales data over time is needed.
Information Seeking Strategies	Considering potential information sources and deciding that current newspaper and magazine articles would be best.	Deciding to look at the entertainment section of the newspaper to determine the showing times of movies.	Determining that there are at least 3 places where sales figures are kept: fulfillment, accounting, and marketing.
Location & Access	Using an online index to search for appropriate newspaper and magazine articles.	Locating the newspaper upstairs next to the bed. Using the "Quick Guide" on the first page to locate the entertainment section.	Requesting raw data files from each of the 3 departments.
Use of Information	Reading the articles and typing notes directly into a word processing program, noting the sources.	Reading the movie ads and focusing on times and locations.	Examining the various files and extracting the data by relevant categories and years.
Synthesis	Using a word processor, creating an outline, then drafting the essay.	Determining that there is only one movie playing at the time you both want to see a movie.	Using an electronic spreadsheet program to organize and compare data and sources. Using graphing capabilities to create a series of charts.
Evaluation	Realizing that your details are weak on one of the two parts and that you should go back and find additional information.	Realizing that the newspaper was a good source for the necessary information and that you successfully met your task.	Rechecking to ensure data accuracy. Getting feedback on charts from a co-worker.

BIG6™ INSTRUCTIONAL UNIT DESIGN TEMPLATE

Unit Title:	
Teacher:	Grade Level:
Subject/Topic Areas:	Number of Periods:
Key Words:	Level:
Evaluation Method:	Calendar Quarter:
Primary Teaching Method:	School:

Rationale: What do you want students to <u>know</u>, <u>do</u> and <u>be like</u> when they finish this unit of study?

Overview: Summarize the nature and scope of the unit.

BIG6™ INSTRUCTIONAL UNIT DESIGN TEMPLATE

What BIG question(s) will guide this unit and focus teaching and learning?

Content Objectives:

BIG6 Objectives:

BIG6™ INSTRUCTIONAL UNIT DESIGN TEMPLATE

Big6™ Skill	Activity	Responsibility (Teacher/LMS)
Task Definition		
Information Seeking Strategy		
Location and Access		
Use of Information		
Synthesis		
Evaluation		

BIG6™ INSTRUCTIONAL UNIT DESIGN TEMPLATE

How will students demonstrate what they have learned?

Task Overview

Evaluation: What evidence will show that students understand?

BIG6™ INSTRUCTIONAL UNIT DESIGN TEMPLATE

Teaching Materials:

Resources:

Follow-Up Activities

Optional

BIG6™ INSTRUCTIONAL UNIT DESIGN TEMPLATE

Learning Activities: (Describe the sequence of teaching and learning activities.)

Evaluating Big6™ Units

Use this guide as you are developing Big6 units for your curriculum standards or objectives. You may find that some of the items below do not meet the needs of particular objectives, however by checking as many as possible, you will ensure that you are designing an effective and engaging unit of instruction.

____ First, are you using the terminology with the students (Task Definition, Information Seeking Strategies, etc.) as you take them through the process?
____ Do your students know that they are using a *process* to find and use information when they are engaging in Big6 units, and this process can be used any time they need information for a task or problem?

Task Definition

1.1   ____ Is the task or information problem engaging? ____ Will students want to study the
        content?
        ____ Is the task developmentally appropriate?
        ____ Does the task require students to think on a higher level?

1.2   ____ Do students have an opportunity to construct what they want to know, or think they
        need to know about the topic *before* you tell them what they need to find out about it?
        ____ Are these written in question format for ease of use?

____ Is the task closely tied to the state or school's curriculum standards?
____ Does it reflect the higher-level thinking of the standards?

Information Seeking Strategies

Are the resources:
____ developmentally appropriate?
____ readily available and easy to access?
____ accessible to students who may not read on grade level? Who is able to help them?
____ accurate, authoritative, and relevant?

____ Are students using a variety of resources?
____ Are students using a combination of digital and print resources as appropriate?
____ Which online sources (subscription-based and free Web) will your class use to complete the
        project?
____ How are students evaluating sites off the free Web, or are you giving them the sites they are
        to use? ____ Are you evaluating sites off the free Web that the students will use?
        (this may be performed in Big6 #4: Task Definition)
____ Which primary source materials are students using?

Location & Access

3.1   ___ Are you teaching or reviewing how to locate the resources?

3.2   ___ How are students accessing information within the materials? How do you know they will succeed at this?

Use of Information

4.1   ___ How do you know students will be able to access the section of the resource in which the information appears?

4.2   ___ Are you teaching or reviewing how to take notes? ___ Cite sources?
     ___ What type of note taking organizer are students using?

Synthesis

5.1   ___ How are students organizing information from a variety of sources?

5.2   ___ How are students showing evidence of higher-level thinking in the creation of the final product?
     ___ Are students learning transferable skills (technology, composition, production, performance, presentation) in the creation of their final product?
     ___ How are students giving credit to the sources they used?

Evaluation

___ Do students have an informal written self-evaluation of their efforts?

___ Do students have a set of pre-determined criteria to judge their efforts in a more formal way (such as a rubric, scoring guide, or checklist)? This is the instrument you will use to give them their grade(s). This instrument will usually be given during the Task Definition phase of the assignment.

After unit has been completed:

How successful was this Big6 unit? Will you teach it again?

How successful was the level of student engagement?

How effectively were the learning objectives or standards met?

How successful was your collaboration with the school library media specialist or classroom teacher(s) in the completion of this project?

What do you need to consider or change the next time you teach this unit?